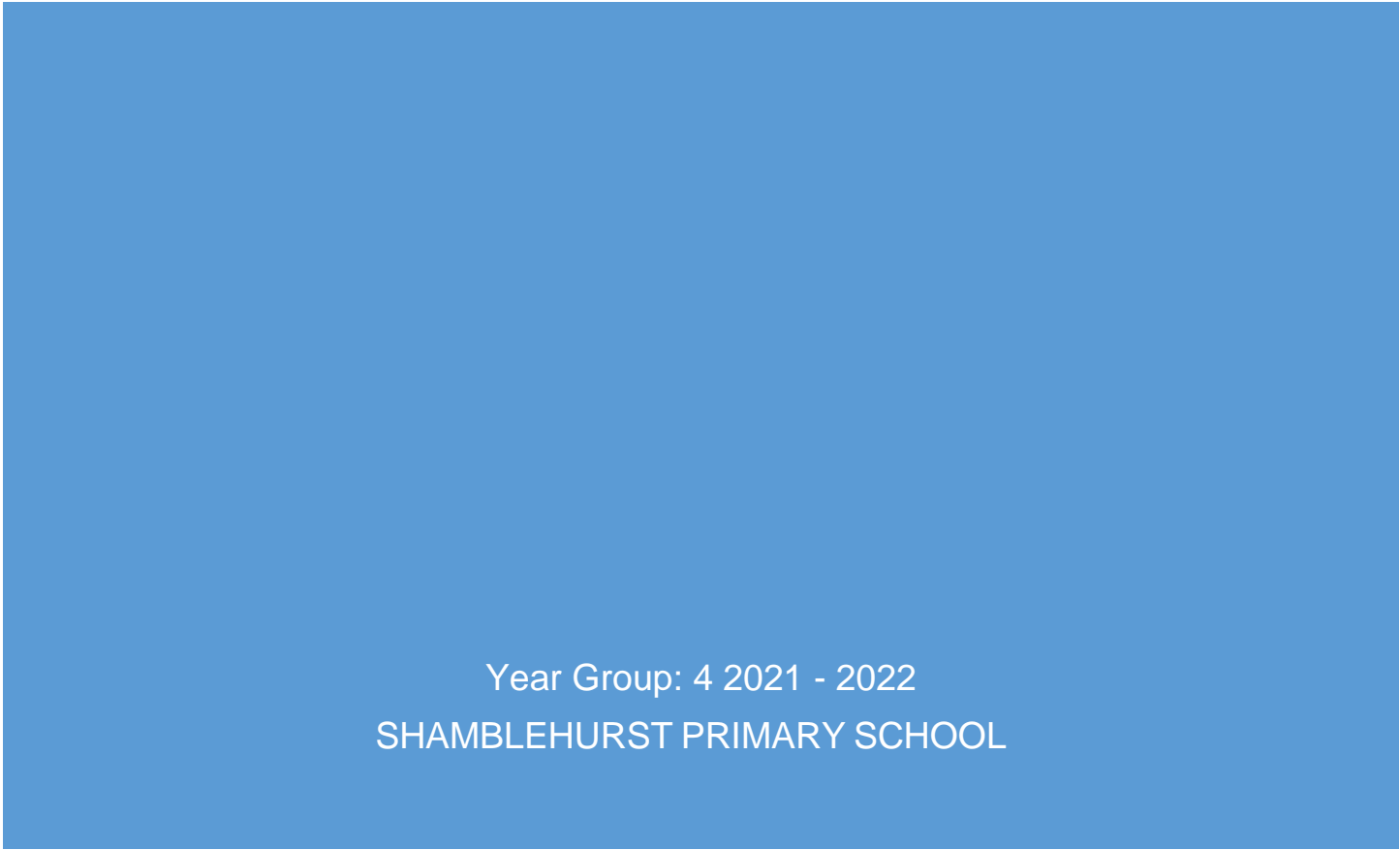


SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 4 2021 - 2022
SHAMBLEHURST PRIMARY SCHOOL

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Shamblehurst Curriculum –

Medium Term Planning – Spring Term

Year 4

SMSC	
Spiritual:	<ul style="list-style-type: none">• being reflective about their own beliefs and perspective on life• knowledge of, and respect for , different people's faith, feelings and values• Sense of enjoyment and fascination in learning about themselves, others and the world around them• Use of imagination and creativity• Willingness to reflect on their experiences
Moral:	<ul style="list-style-type: none">• Recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries, respect civil and criminal law• Understand the consequences of their behaviour• Interest in investigating and offering reasoned views and moral and ethical issues and ability to understand and appreciate the viewpoints of others
Social:	<ul style="list-style-type: none">• Work and socialise with other pupils• Participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively• Acceptance and engagement of fundamental British Values – DEMOCRACY, RULE OF LAW, INDIVIDUAL LIBERTY, MUTUAL RESPECT , TOLERANCE of those with different faiths and beliefs
Cultural:	<ul style="list-style-type: none">• Understanding and appreciation of wide range of cultural influences that have shaped their heritage and that of others• Understanding and appreciation of a range of different cultures in the school and further afield• Recognise and value things we share in common – cultural, religious, ethic, socio-economic• Knowledge of British democratic parliamentary system and its central role in shaping history and values• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities• Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity

Concepts	Identity	Influence	Tradition	
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Enquiry Question
What does it mean to be strong?

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Mind-map

Global Neighbour

Consider the impact of faith in people's lives

Explain how the lives of people in different countries are connected

Reflect and respond to global issues

English

Narrative

Poetry

Newspaper report

What does it mean to be strong?

Art

Focus on identity – children to create a mask based on Anglo Saxon patterns. Look at artist Magnhild Kennedy.

Create a string print using the book Arthur and the Golden Rope as inspiration.

History

Why the Romans left

Anglo-Saxons

Picts/Scots

Vikings

DT

Design, make, create & evaluate a piece of jewellery based on Viking designs.

Use a variety of materials to create depth & texture.

Create an Anglo Saxon Shield/ Spear/ Helmet.

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Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<ul style="list-style-type: none">• Know and understand the terms BC and AD.• Know and understand the term ‘chronology’ and the concepts of continuity and change.• Know why the Romans left Britain in 410 AD.• Know who the Anglo Saxons and Scots were and why they invaded Britain.• Know what life was like in a Saxon settlement.• Know about the Anglos Saxon laws and justice system.• Know who the Vikings were and why they invaded Britain from 787 Ad until 871 AD.• Know about the Viking raid on Lindisfarne in AD793.• Know about Viking life and mythology.• Know who Alfred the Great was and his resistance to Viking invasions.• Know who Edward the Confessor was and how he became king.• Know who the contenders to the throne were in 1066.• Know about the Battle of Hastings.	<ul style="list-style-type: none">• Examine maps.• Identify key towns, cities & roads• Use and evaluate sources of information, including ICT, to find out about events, people and changes.• Plotting events chronologically on a timeline.• Look at primary and secondary sources.• Generate questions.• Identify different ways in which the past is represented and interpreted.• Identify and describe reasons for and results of historical events, situations and changes in the period studied.• Place events, people and changes into correct periods on a timeline.	<ul style="list-style-type: none">• Create a piece of Viking jewellery.• Create a timeline of events.• Design & Create an Anglo-Saxon Shield/ Helmet/ Spear.• Create an Acrostic poem.

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Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<ul style="list-style-type: none">• Understand how they can develop their own design criteria and use these to inform their ideas.• Know the difference between prototypes and pattern pieces and use in the design process• Name and explain the difference between each design element – annotated sketches and exploded diagrams• Explain their choice of tools and equipment in relation to the skills and techniques they will be using.• Name a range of materials and components which are suitable for the task and explain their choice according to their function and aesthetic qualities.• Know that they have to order the stages of making for it to be successful.	<ul style="list-style-type: none">• Examine historical designs of Shields and evaluate what makes them successful and effective.• Sketch a variety of designs focusing on symmetry.• Explore the use of colour.• Commenting on line, shape, colour, tone and texture.	<ul style="list-style-type: none">• Individual shields painted based on Anglo-Saxon designs.• Piece of Viking jewellery made from clay.

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<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?</p>	<p>How? What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes What will the learning look like? How will the learning be recorded?</p>
<p><u>Drawing</u> Use and control more specialist media to explore ways in which they can be applied to achieve particular effects. Begin to match the approach to the scale of the work. Describe what they have achieved and how it is produces using art language. Make drawings that include detail and context.</p> <p>Draw from observation, experience and imaginations, emphasis on first hand experience. Draw for different purposes using a range of styles. Select media from a limited range and decide how it might be used. Working on a range of surfaces and scales, beginning to choose the scale and surface appropriate to the work. Look at a wide range of drawings made by artists from a variety of cultures and times and relate them to their own work. Experience the work of other artists to begin to identify styles.</p> <p><u>Painting</u> Paint from observation, imagination and experience, emphasis on first hand experience.</p> <p>Opaque and transparent paints (watercolours). Range of brushes, round and flat. Mixing palettes.</p>	<p>Proportion of face drawing.</p> <p>Exploring the illustrations from the book Beowulf and look at faces and sketch them in books.</p> <p>Explore Anglo Saxon patterns.</p> <p>Use foil to create pattern.</p> <p>Explain why they links themselves to a pattern.</p> <p>Explore artist Magnhild Kennedy and look at her work around masks. Explain why they like them and how they inspire them to make their own.</p> <p>Use the book Arthur and the Golden rope (book that we're using for English) explore characters from the book e.g. wolf and bird etc.</p> <p>Unpick thoughts and feelings as to why they like these characters.</p> <p>Look up the illustrator/artist Joe Todd Stanton who wrote the book and explore his technique.</p> <p>Sketch animals in his style.</p> <p>Create string print of an animal to then use as a repeated print pattern.</p>	<p>Make their own mask that links to their identity. Have a parade in front of other year groups to show off what they have created.</p> <p>Animal string print and then put up on display around the school.</p>

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Printing

Make a more complex printing block from polystyrene printing tiles or similar. Build a printing block by applying card, string wool, etc. Ink up a block and print a regular and off-set pattern. Investigate a range of other techniques e.g. printing on fabric, with a range of objects and as seen in work of other artists.

Printing to make pictures, patterns and textures.

Identifying and discussing pattern and texture in natural and man-made objects. Talk about about their print, and the works of others including other artists.

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Key Learning From main trunks – Global Neighbours What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<ul style="list-style-type: none">● Reflect on the relevance of faith in people's lives and consider the impact it has on the lives of believers with regard to injustice● Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world● Reflect upon, and respond to, global issues in collective worship or other prayer and reflection time	<ul style="list-style-type: none">● During history discuss the impact of tradition on Anglo-Saxon and Viking lives.● During PSHE examine the lives of other children and define the similarities and differences.● In class assemblies discuss different global issues.	<ul style="list-style-type: none">● Exploration of the importance of different traditions recorded in Enquiry books.

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Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
Geography	Key cities and towns in Roman Britain Map skills Human & physical geography of UK, Europe & South America	Children will have compared maps of current and Roman Britain and examined the differences on world maps between different countries.
PE	The 8 compass points	In PE lessons children will have activities based on using their knowledge of the 8 points of the compass.
	Real PE: Cognitive Cog All children will be able to: <ul style="list-style-type: none">● begin to order instructions, movements and skills.● explain why someone is working or performing well.● with help, to recognise similarities and differences in performances. Most children will be able to: <ul style="list-style-type: none">● explain what I am doing well and I have begun to identify areas and improvements.	

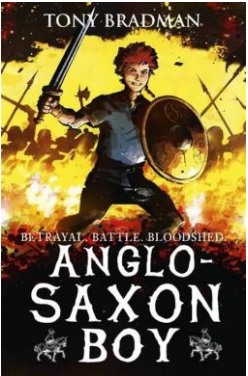
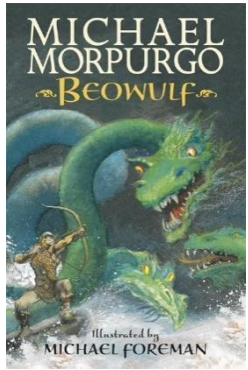
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	<p>Some children will be able to:</p> <ul style="list-style-type: none">● identify specific parts of performance to work on.● understand ways (criteria) to judge performance.● use my awareness of space and others to make good decisions.	
RE	<p>Spring 1: Myths and Hindu Tradition</p> <p>Spring 2: Rituals within Christianity, referring to Pascal's Candle</p>	Visit to Hundu Temple
Music	<p>Ukulele's with Mrs Barfoot from Hampshire Music service.</p> <p>Skills to be taught:</p> <ul style="list-style-type: none">- Know string names and relative pitch- Demonstrate strumming and plucking- Understand changes of tempo (speed) and change of dynamics (volume)- Sing and play matching pitch accurately- Identify other related instruments- Invent and play my own music	Performance to another year group and filmed for parents.

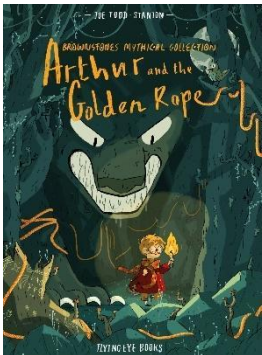
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English Learning Journey

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<p>Year 4</p> <p>English learning journey</p> <p>Outcome 1:</p> <p>Task: Recount / narrative</p> <p>Audience: Peers</p> <p>Purpose: To entertain</p> <p>Outcome 2:</p> <p>Task: Letter home / diary in the first person</p> <p>Audience: Peers</p> <p>Purpose: To inform</p> <p>Outcome 3:</p> <p>Task: Newspaper Report on Lindisfarne Raid</p> <p>Audience: Peers</p> <p>Purpose: To inform</p>	<p>Text drivers:</p> <p>Anglo-Saxon boy.</p>  	<p>Writing objectives from NC</p> <p>Composition:</p> <ul style="list-style-type: none">• To organise writing into paragraphs.• To maintain an accurate tense through a piece of writing.• To make ambitious word choices.• Place the possessive apostrophe accurately.• Discuss writing similar to that which they are planning to write.• Assessing the effectiveness of their own and others' writing and suggesting improvements.• Proof-read for spelling and punctuation errors. <p>VGP</p> <ul style="list-style-type: none">• Using the present perfect form of verbs in contrast to the past tense• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition• Using conjunctions, adverbs and prepositions to express time and cause <p>Reading objectives</p> <ul style="list-style-type: none">• Using dictionaries to check the meaning of words that they have read.• Discussing words and phrases that capture the reader's interest and imagination.• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.• Asking questions to improve their understanding of a text.• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
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<p>Year 4</p> <p>English learning journey</p> <p>Outcome 1:</p> <p>Task: Narrative.</p> <p>Audience: Peers</p> <p>Purpose: To entertain.</p> <p>Outcome 2:</p> <p>Task: Instructions for a quest.</p> <p>Audience: Peers</p> <p>Purpose: To instruct/inform.</p> <p>Outcome 3:</p> <p>Task: To write a poem - The Longboat's Story for inspiration</p> <p>Audience: Peers</p> <p>Purpose: To entertain.</p>	<p>Text drivers:</p> <p>Arthur and the golden rope.</p> 	<p>Writing objectives from NC</p> <p>Composition:</p> <ul style="list-style-type: none">• Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as model for their own.• Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.• Use further organizational devices to structure text and to guide the reader.• Ensure a consistent tense throughout writing. <p>VGP</p> <ul style="list-style-type: none">• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.• Use a wide range of devices to build cohesion within and across paragraphs.• Spell commonly misspelt words correctly. <p>Reading objectives</p> <ul style="list-style-type: none">• Continue to read and discuss an increasingly wide range of fiction.• Identify and discuss themes and conventions in and across a wide range of writing.• Make comparisons within and across books.• Ask questions to improve their understanding.• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.• Discussing words and phrases that capture the reader's interest and imagination.• Recognising some different forms of poetry [for example, free verse, narrative poetry].
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